

# **ERC:** Emotion Regulation Checklist

## Full Profile Review

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## **Name of the measure**

ERC: Emotion Regulation Checklist

## **Author(s) / Publisher(s)**

- English original (US): <https://effectiveservices.force.com/s/measure/a007R00000v8QVJQA2/emotion-regulation-checklist>

Author: A.Shields, & D.Cicchetti.

Publisher: Dante Chicchetti, Institute of Child Development, University of Minnesota, 51 River Road, Minneapolis, MN 55455, USA.

## **Age Range**

3-7 years

## **Age Range Information**

Preschool and pre-primary children aged 6 years to 12 years

## **SEL Skills targeted**

Self-management

## **Scales and Subscales**

Targets processes central to emotionality and regulation, including affect lability, intensity, valence, flexibility, and contextual appropriateness of expressiveness.

The Lability/Negativity subscale is comprised of items representing a lack of flexibility, mood lability, and dysregulated negative affect; sample items include "Exhibits wide mood swings," and "Is prone to angry outbursts?". The Emotion Regulation subscale includes items describing situationally appropriate affective displays, empathy, and emotional self-awareness; sample items include "Is empathic toward others," and "Can say when s/he is feeling sad, angry or mad, fearful or afraid."

## **Sources of information**

Parent, Teacher

## **Formats for administration**

Questionnaire

## **Administration**

Other-report questionnaire (teachers, could be adapted for parents); The checklist includes both positively and negatively weighted items to be rated on a 4-point Likert scale.

The questionnaire takes about 10 minutes to be completed.

## Scoring

Manual

### Scoring information

Sum 4-point Likert ratings for scales Lability/Negativity Scale =  $\Sigma$  items 2, 6, 8, 10, 13, 14, 17, 19, 20, 22, 24, 4R, 5R, 9R, 11R Emotion Regulation Scale =  $\Sigma$  items 1, 3, 7, 15, 21, 23, 16R, 18R R= recode, which in this case denotes subtracting that score from the total Item 12 is not included in either scale as it did not load on either in early validation studies.

### Psychometric Properties

Internal consistency for the emotion regulation and lability/negativity subscales is excellent; in Shields & Cicchetti (1997) alphas were .96 for lability/negativity and .83 for Emotion Regulation.

Validity: Subscale scores correlate significantly with other measures of similar constructs in the anticipated direction, including the California Child Q-Set (Block & Block, 1980). Criterion validity  $r = -.13$ ,  $p < .05$ , for the Student-Teacher Relationship Scale rating of dependency;  $r = -.24$ ,  $p < .001$ , for the Minnesota dependency rating Reliability: Internal consistencies, assessed through Cronbach's alpha, were .96 for Lability/Negativity and .83 for Emotion Regulation. In addition, the two subscales were significantly correlated ( $r = -.50$ ,  $p < .001$ ). A composite ERC score also was generated, as a single emotion regulation criterion measure was needed for confirmatory factor analyses, and it was important that this variable capture processes related to both regulation and dysregulation. The internal consistency of this composite ERC score, which was computed by reverse scoring all negatively weighted items and then averaging across all 24 items, was .89.

### Training

Permission to use: Free to use

### Other Relevant Information

Copies of the Emotion Regulation Checklist, along with instructions for administration and scoring, may be obtained from Dante Cicchetti, Mt. Hope Family Center, University of Rochester, 187 Edinburgh Street, Rochester, New York 14608.

Kapçı, E., Uslu, R., Akgün, E., & Acer, D. (2009). İlköğretim çağı çocuklarında duygu ayarlama: Bir ölçek uyarlama çalışması ve duygu ayarlamayla ilişkili etmenlerin belirlenmesi [Psychometric properties of the Turkish adaptation of the emotion regulation checklist]. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 16(1), 13-20

Shields, A., & Cicchetti, D. (1997). Emotion regulation in school-age children: The development of a new criterion Q-sort scale. *Developmental Psychology*, 33, 906-916.

Shields, A., Dickstein, S., Seifer, R., Guisti, L., Magee, K. D., & Spritz, B. (2001). Emotional competence and early school adjustment: A study of preschoolers at risk. *Early Education and Development*, 12, 73-96.

### Citation

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